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TITLE IEA Six-Subject Survey Instruments: Literature Student Questionnaires.

INSTITUTION International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

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NOTE 23p.; For related documents, see TM 004 138-163 and ED 034 290 and 300

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DESCRIPTORS *Academic Achievement; Attitude Tests; College Bound Students; *Comparative Education; *Cross Cultural Studies; Grade 12; High School Students; Junior High Schools; Junior High School Students; *Literature; *Questionnaires; Secondary Education

IDENTIFIERS *International Evaluation Educational Achievement

ABSTRACT

In 1965 the International Association for the Evaluation of Educational Achievement (IEA) inaugurated a cross-national survey of achievement in six subjects: Science, Reading Comprehension, Literature, English as a Foreign Language, French as a Foreign Language, and Civic Education. The overall aim of the project was to use international tests in order to relate student achievement and attitudes to instructional, social, and economic factors, and from the results to establish generalizations of value to policy makers worldwide. Contained here are a student literature questionnaire and a literature attitude scale for student populations II, IV. These two measures survey information about the student and his study of Literature including background, study time and habits; and what part books, films, etc. play in the lives of these students. Population I consists of students aged 14 to 15 years; population IV, those students enrolled in the final year of pre-university training. Answer keys and statistical data can be found in ED 085 709. (PC)

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The basic procedures to be followed in the main testing of the IEA Six-Subject Survey were set out in a series of manuals:

Stage 2 IEA/M1 Manual for National Centers
IEA/M2 Manual for School Coordinators
IEA/M3 Manual for Test Administrators

Stage 3 IEA/M1/Stage 3 Manual for National Centers
IEA/M2/Stage 3 Manual for School Coordinators
IEA/M3/Stage 3 Manual for Test Administrators

These manuals are available from ERIC Clearinghouse.

The following extracts from these manuals have been appended to this particular IEA instrument to provide researchers with the minimum necessary test instruction information (e.g., such things as the instructions on the practice items and the warnings concerning the amount of time left for the test have been omitted here). For full details, please consult the appropriate manuals.

The Data Bank Instrument Number which appears below is a new number, assigned since the instruments were administered for the purpose of easily linking items in the instruments with the resultant variables in the Data Bank holdings. Each such variable is named in the codebook using the new instrument number and (usually) the number of the item within the instrument from which the variable is derived. The key to the new instrument numbers is as follows:

1: Type of Instrument

E = Examination (student)
Q = Questionnaire (student)
T = Teacher questionnaire
S = School questionnaire

2: Student Population

1 = I
2 = II
3 = III
4 = IV
5 = I and II
6 = II and IV
7 = I, II and IV
8 = I and IV
9 = IV Specialist
A = HA: Teacher or School questionnaire

3: Subject

S = Science
R = Reading Comprehension
L = Literature
M = Mother Tongue (Reading Comprehension and Literature)
E = English as a Foreign Language
F = French as a Foreign Language
C = Civic Education
2 = All Stage 2 Subjects
3 = All Stage 3 Subjects
5 = All Stage 2 and Stage 3 Subjects

4-5: Instrument Within Type

One or two characters used when necessary to uniquely identify each instrument when there is more than one instrument of the same type.

Instrument Name Student Literature Questionnaire

Data Bank Instrument Number QC1C

TM 004 145

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[illegible]

[illegible]

1. Indicate how many electronic texts are in the classes in which you study literature.

   a. I do not take [Mother Tongue] literature
   b. [illegible]
   c. 21 - 30
   d. 30 - 50
   e. [illegible]

2. Indicate about how many hours of homework you do each week in literature.

   a. I do not take [Mother Tongue] literature
   b. [illegible]
   c. [illegible]
   d. [illegible]
   e. [illegible]

3. Indicate about how many hours of instruction you receive each week in literature.

   a. I do not take [Mother Tongue] literature
   b. [illegible]
   c. [illegible]
   d. [illegible]
   e. [illegible]

4. Including this year, indicate how many years you have studied literature.

   a. I have never studied [Mother Tongue] literature
   b. 1 - 2 years
   c. 3 - 4 years
   d. 5 - 6 years
   e. 7 or more years

5. Indicate the proportion of your time in [Mother Tongue] class which is devoted to literature as opposed to composition, language study, and the like. (Estimate your best)

   a. I do not take [Mother Tongue] literature
   b. [illegible]
   c. 26 - 50%
   d. 51 - 75%
   e. 76% +

[illegible]

[illegible]

[illegible]

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IEA/M3
Pop II, p. 17
Pop IV, p. 18

"Turn to Section R of your test booklet. The next set of questions are also about Literature. Answer them as quickly and as accurately as you can. Mark your answers in the spaces in Section R of your answer card. You will have about fifteen minutes to complete this section. Are there any questions?"

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These questions are being put to pupils in several countries with different cultures. Their purpose is to find out what part books, films, etc. play in the lives of young people. This material is confidential, and will not be seen by anyone in your school.

Read each question carefully, select the one answer most appropriate for you, and mark it in the appropriate space on your answer card.

1. Have you done something you would not ordinarily have done because you read about it in a story, poem or play? (for example, when you were younger have you dressed up as a pirate because you read a story about pirates.)

   A. Often.
   B. Occasionally.
   C. Once or twice.
   D. Never.

2. While you were reading a book have you thought of yourself as one of the people in it?

   A. Often.
   B. Ocassionally.
   C. Once or twice.
   D. Never.

3. Have you compared a person you meet in real life with people you have read about? (For instance, have you ever called a strong person Samson?).

   A. Often.
   B. Occasionally.
   C. Once or twice.
   D. Never.

4. Have you been in a situation and asked yourself what some person in a story you read would have done in that situation?

   A. Often.
   B. Occasionally.
   C. Once or twice.
   D. Never.

5. When you read a novel or a story, do you imagine that what is happening in the story takes place in some town or city that you have seen?

   A. I have never done it.
   B. I have done it once or twice.
   C. I have done it occasionally.
   D. I have done it often.

6. Have you done something or gone somewhere, felt that this has happened before, and then realized that in fact it happened in a book you read?

   A. Never.
   B. Once or twice.
   C. Occasionally.
   D. Often.

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Q6LR

7. When you read a story, how often do you imagine that the people in the story look like people you know?

   A. Often.
   B. Occasionally.
   C. Seldom.
   D. Never.

8. When you meet a new person, how often do you compare the person to someone you saw in a film?

   A. Often.
   B. Occasionally.
   C. Seldom.
   D. Never.

9. How often do you think that the people you are reading about in a story are real people and not simply people in a story?

   A. Never.
   B. Once or twice.
   C. Occasionally.
   D. Often.

10. When you read a story or a play, do you try to remember something that happened to you that is like what you are reading about? Do you say to yourself "Something like this happened to me once"?

   A. Never.
   B. Once or twice.
   C. Occasionally.
   D. Often.

11. How many books have you read for your own pleasure in the past year?

   A. None
   B. Fewer than 5.
   C. 5 to 10.
   D. More than 10.

12. During the past year, have you read any plays for your own pleasure?

   A. None.
   B. One or two.
   C. 3 to 5.
   D. More than 5.

13. During the past year, have you read any novels for your own pleasure?

   A. None.
   B. One or two.
   C. 3 to 5.
   D. More than 5.

14. During the past year, have you read any biographies for your own pleasure?

   A. None.
   B. One or two.
   C. 3 to 5.

15. When you choose a story or novel to read, which one of the following is most likely to be the reason for your choice.

A. Friends or parents recommend it.
B. I have read other books by the same author.
C. The title attracts me.
D. I just choose any.

16. How often do you re-read novels, stories or plays?

A. Never.
B. Once or twice.
C. Occasionally.
D. Frequently.

17. Have you ever gone to a film because you read the story in a book?

A. Often.
B. Occasionally.
C. Once or twice.
D. Never.

18. Have you ever read a book because you saw the story in a film?

A. Never.
B. Once or twice.
C. Occasionally.
D. Frequently.

19. Have you ever read a book because you saw the story on television or heard the story on the radio?

A. Often.
B. Occasionally.
C. Once or twice.
D. Never.

20. After you have seen a play or film, would you want to read a criticism of the work?

A. Often.
B. Occasionally.
C. Once or twice.
D. Never.

1. Instructions for all questionnaires should encourage all respondents to give a response to every item (except items 20-j) in the Student Mother Tongue questionnaire which N.F. teachers and teaching literature should omit). It is left to National Centers to frame the statement for their own countries. Indeed, test administration and school co-ordinators should be asked by National Centers to ensure that all questionnaire items are completed.

2. Obviously greater freedom is permissible in the translation of questionnaire items than in test items. In some instances items will have to be completely adapted for national use. However, where an international code has been provided, it is essential that the information is obtained nationally in such a way that the international coding can be applied.

3. In the stem of most questions the word "indicate" has been used. Where the National Center has decided to use an IBM answer card, the stem will have to be changed to read something like "indicate by blackening in the appropriate space on the answer card". Where pencils cards will be returned by a National Center, their stem should be changed to something like "indicate by circling the appropriate letter below".

4. All questions in which the response indicates the grouping of a continuous variable, a short-hand convention using the signs $\leq$ (less than or equal to) and $<$ (greater than) has been used. National Centers should translate those signs into appropriate words for the respondents to the questionnaires. The convention has been used for the sake of accuracy.

5. Wherever Mother Tongue is printed in parentheses, the actual Mother Tongue should be inserted.

6. Where appropriate, national examples should be given in order to help respondents answer the questions accurately.

7. Unscaled Variables. Where it has been difficult to evolve an international scale which adequately represents different positions in participating countries, the variable has been designated as an international unscaled variable. National Centers are asked to formulate for each of these variables up to a nine-point scale which will

be appropriate for new writing tasks recently and which agrees with the general outline provided in the specific accompanying notes. The purpose of this outline is to ensure a certain uniformity of interpretation between the different countries, that is, all countries should collect data on the same dimensions and defined in the same way. It is important that National Centres transmit copies of their clarifications to the IEA International.

8. In order to assess the most accurate information to questionnaire items, countries may wish to consider including several of the items as "know items" for the student. Students could be asked to find out the answers to several of the items in preparation for completing the questionnaire. Such items which could profitably be analysed as "know items" include Future's Exception and Future's and Future's Absorption.

9. In a number of countries, students will require some guidance from teachers in answering questionnaire items. Such guidance is appropriate and desirable. It is quite possible that, in some situations, teachers will read questionnaire items aloud, discuss points of clarification, allow time for students to supply an answer and proceed to the next item. Such a step by step approach to the completion of the student questionnaire may be necessary at the lowermost level in various countries where students have had little or no experience with questionnaires. Where students may be expected to give the same answer (e.g., number of students in class, grade standard is in city) the best procedure is for the teacher to supply the answer and get all students to enter it in. It is, of course, clear that no help will be given to students when answering the tests (as opposed to the questionnaires).

10. Where students are requested to give a quantitative response to an item, e.g. number of hours of homework, these are to be coded to the nearest whole hour, year, etc.

11. Where a response of zero or none is given to a questionnaire item, this is to be coded 0 on the punch card. Where an individual has failed to record a questionnaire item, the appropriate column should be left blank. The distinction between a blank and a zero is an important one.